DOCUMENT RESUME

ED 190 669 TM 800 476

AUTHOR Carter, Holly M.: And Others
TITLE Using Existing Research Centers: A Model for Increasing the Participation of Minority Persons and Women in Research on Education.
PUB DATE Apr 80
NOTE 17p.: Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Affirmative Action: *Educational Researchers: Higher Education: *Minority Group Teachers: *Models: *Postdoctoral Education: Research and Development Centers: Research Coordinating Units: *Research Opportunities: *Women Faculty
IDENTIFIERS Institute for Interdisciplinary Study of Education

ABSTRACT

A model for increasing the participation of minority persons and women in research on education is described. The model involves an Institute for the Interdisciplinary Study of Education (IISE), located at Northeastern University, under whose auspices minority persons and women are recruited for positions as Postdoctoral Faculty Fellows. The project is funded by the National Institute of Education. The fellows come from institutions where heavy emphasis is placed on teaching rather than research. A basic objective of IISE is that of providing significant research and publication experience for the Fellows in order to facilitate advancement and security in their careers. This is accomplished by utilizing a model composed of two basic elements: (1) the use of existing university research/training units: and (2) the involvement of faculty from several disciplines. Thus, the model draws upon, and expands, relationships already in existence between faculty and research centers, and provides the best possibility for involving the Fellows quickly and directly in ongoing research during their full academic year residence. Several problems that have arisen in implementing the model are discussed and its strengths analyzed in terms of Epstein's opportunity structures model for post-doctoral programs in educational research. (Author/RJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED190669

Using Existing Research Centers: A Model for Increasing the Participation of Minority Persons and Women in Research on Education

Holly M. Carter
African-American Studies Department
College of Arts and Sciences

M. Patricia Golden
Sociology/Anthropology Department
College of Arts and Sciences

Irene A. Nichols
Foundations of Education Department
College of Education

Northeastern University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. P. Golden

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the Annual Meeting of the American Educational Research Association, Boston, Massachusetts, April 7-11, 1980. Copies of the paper are available from M. Patricia Golden, Institute for the Interdisciplinary Study of Education, 404 UO, Northeastern University, Boston, MA, 02115.

TM 800476

Abstract

This paper describes a model for increasing the participation of minority persons and women in research on education. The model involves an Institute for the Interdisciplinary Study of Education (IISE), located at Northeastern University, under whose auspices minority persons and women are recruited for positions as Postdoctoral Faculty Fellows. The Fellows, currently funded under a grant from the National Institute of Education's Experimental Program for Opportunities in Advanced Study and Research in Education, come from institutions where heavy emphasis is placed on teaching and service.

Through a residency at IISE, Fellows have an opportunity not only to do research but also to develop contacts and networks both within the University and in the various disciplines represented by IISE affiliates. A number of existing research/training units at the University are associated with IISE and serve as research locations for the Fellows. These include: Center for Applied Social Research, Center for International Higher Education Documentation, Center for Labor Market Studies, Committee on the Freshman Year, Cooperative Education Research Center, Teacher Corps Project, Urban Schools Collaborative, and Women's Career Program. Faculty affiliates from several departments in the College of Arts and Sciences and the College of Education serve as consultants to the Fellows.

Fellows are in residence for a full academic year. Their residence is preceded by a three week orientation. On the basis of their interests and expertise, and in consultation with IISE Directors, unit personnel, and affiliated faculty, Fellows choose a specific research location for the period of their residency at Northeastern. They become involved in the ongoing interdisciplinary research activities of the unit and are encouraged, where possible, not only to expand and/or reorient present research but also to use the resources of the unit (e.g., available data) to initiate new research on related concerns. With the collaborative assistance of the IISE staff, unit personnel, and a faculty consultant(s), each Fellow carries out a research project(s). Special efforts are made to assure that research findings are disseminated in published form.

Several problems that have arisen in implementing the model are discussed and its strengths analyzed in terms of the three features identified by Epstein (1979) as being characteristic of an opportunity structures model for postdoctoral programs in educational research: opportunity for transition, opportunity for productivity, and opportunity for association.

The purpose of this paper is to describe a model for increasing the participation of minority persons and women in research on education. The model involves an Institute for the Interdisciplinary Study of Education under whose auspices minority persons and women are recruited for positions as Postdoctoral Faculty Fellows. The Fellows come from instituitons where heavy emphasis is placed on teaching and service. The model assumes that educational equity requires going beyond conducting research on access to educational opportunities and the acquisition of skills. Representation and participation in such research by the very individuals and groups on whom it is focused must be assured.

Despite guiding legislation, government regulations and affirmative action programs, recent data from several sources (AERA, 1976a; Vetter & Babco, 1975; ACE, 1973) confirm that academic institutions have made little progress in increasing the numbers of minority persons and women on their faculties, although there has been a significant increase in the number of doctorates awarded to women and minority group members (Wilkinson, 1978; McCarthy & Wolfe, 1975). Recent data show that "no gains have been made since 1975 in the percentage of women holding top-level administrative or tenured faculty positions," and "that women are still clustered in the lower professional ranks, holding eight percent of the full professorships and sixteen percent of the associate professorships (AAUW, 1978, p.2)." Women also outnumber men in part-time positions and as instructors and lecturers, where tenure opportunities are limited (AAUW, 1978). The situation for minorities in higher education is even worse. Between 1968 and 1972, minority representation on college faculties increased from 2.2 to only 2.9 percent (ACE, 1973). Recent data confirm this glacial rate of increase of minorities on college faculties and their marked concentration in lower, non-tenured ranks and in institutions where the primary work activity is teaching (Wilkinson, 1978).

Many barriers exist to the upward mobility and professional advancement of academic women and minority persons. Perhaps the most critical barriers, however, are those of research and publication. Historically, scholarly research and publication have been determining factors in the academic advancement and tenure of faculty (Gappa, 1977). Yet, the opportunity for research and resultant publication is dependent upon released time from teaching and service responsibilities in order to develop research ideas, locate funding sources, and generate data bases. For those who hold faculty positions in academic institutions where heavy emphasis is placed on teaching and service, such released time is usually not available. Statistical data indicate that minority persons and women are more heavily represented in these smaller, teaching-oriented institutions and that, within these institutions, they are generally found in non-tenured, lower-ranked positions (Gappa, 1977; Robinson, 1973; Astin & Bayer, 1972). For this group of academics, therefore, there is a strong likelihood that teaching and service responsibilities, including advising, will supercede research for a significant portion of their postdoctoral years (Wilkinson, 1978; Spurlock, 1976). By virtue of the nature of their positions, they become highly qualified and experienced in the processes of learning and teaching, yet, as a consequence of the barriers they confront, their insights

and skills are not being brought to bear on the very crucial educational problems with which they are so intimately involved. Furthermore, they are inhibited from progressing professionally within their disciplines, and in some cases, within their institutions.

The most productive institutions in educational research tend to be the more elite universities where minority persons and women are not heavily represented (West, 1978). Whereas women make up 34 percent and minorities less than 9 percent of the membership of the major educational research organization (AERA, 1978; AERA, 1976b), they tend not to be represented in educational research publications in any degree proportionate to their participation (AERA, 1978). This is further evidence of the need to increase the active involvement of minority and women faculty in the research enterprise. In so doing, the aim is not only to foster the kinds of productivity which are necessary for retention and promotion (Blackburn, et al., 1978), but also to influence the nature and quality of educational research being carried out and disseminated. The model to be outlined here represents an innovative and creative approach to these problems of inclusion and recognition.

Description of the Model

The Institute for the Interdisciplinary Study of Eduction (IISE) brings to bear the perspectives and methods of a variety of disciplines on the study of critical questions in education. Its objectives are:

1. to improve the quality, relevance, and credibility of educational research through the use of interdisciplinary methods and through the participation of minorities and women in the direction of research efforts;
2. to provide a forum for the continuing exchange of information on differing perspectives, methodologies, and findings in educational research;
3. to provide significant research and publication experience for minorities and women in order to facilitate advancement and security in their careers;
4. to develop mechanisms to enhance future participation and recognition of minorities and women in educational research and decision-making.

Under a grant funded by the National Institute of Education's Experimental Program for Opportunities in Advanced Study and Research in Education, the IISE houses a Postdoctoral Faculty Fellowship Program intended to increase the participation of minority persons and women in research on education. The Fellowship Program seeks to support, in particular, the research activities of faculty members in institutions where heavy emphasis is placed on teaching and service. Fellows are thus specifically recruited from the following two target populations:

1. Pre-Tenured Faculty Members in "Transitional" Colleges and Universities. Fellowships are awarded to faculty members with two or three years of full-time teaching experience in transitional institutions, i.e., institutions in which there is an emerging emphasis on research as a criterion for advancement, particularly tenure and promotion.

2. Faculty Members (All Ranks) in "Primarily Teaching-Oriented" Colleges. Fellows are also drawn from small colleges which have traditionally emphasized teaching, especially women's colleges, religiously-affiliated colleges, community colleges, and those serving minority populations (i.e., historically Black colleges, and those serving Asians, Hispanics, and American Indians).

Preference is given to faculty who have had prior training or experience pertinent to educational research and who are in positions that do not permit full use of their experience and capabilities.

Through their residency at IISE, Fellows from different disciplinary backgrounds have an opportunity not only to do research, but also to develop contacts and networks both within the University and in the various disciplines represented by IISE affiliates. A number of existing research/training units at the University are associated with IISE and serve as research locations for the Fellows. These include:

Center for Applied Social Research (CASR)
CASR is engaged in the second phase of a 30-month study of access to higher education with data gathered from a nationally representative cohort of high school seniors, the National Longitudinal Study of the High School Class of 1972 (NLS 72).

Center for International Higher Education Documentation (CIHED)
Among the ongoing research projects of CIHED, which is a repository of the research files of the International Encyclopedia of Higher Education, are: a world-wide inventory of non-traditional or alternative forms of higher education in 26 countries; a questionnaire study of the role of the multinational corporation in the education of foreign nationals and a global assessment of the status of academic women.

Center for Labor Market Studies (CLMS)
CLMS staff have been involved in a variety of research projects, including an analysis of labor force, employment, and unemployment developments in the New England region, that have implications for the formulation of employment and training policy

Committee on the Freshman Year (COFY)
COFY has been assigned the task of evaluating the effect of both compensatory and non-compensatory curricular programming on the retention and attrition of freshmen in general and on the various freshman constituencies in particular. The academic experiences of women and minority students, especially those in particular curricula (e.g., mathematics, science, engineering, business), will be compared with the general University freshman experience.

Cooperative Education Research Center (CERC)
CERC conducts research concerning cooperative education and other forms of work-related education. The specific nature and substance of work undertaken varies considerably: the impact of cooperative education on the values of liberal arts students; the impact of cooperative education on the career development of graduates; and factors associated with the development of viable programs of cooperative education.

Teacher Corps Project (TCP)
TCP is a federally funded project designed to strengthen the educational opportunities available to children in areas having concentrations of low income families. Specifically, the goal is to improve the competency of educational personnel in providing multicultural education. A staff of "chroniclers," participant observers, will be used throughout the multi-year life of the TCP to document changes in the behavior and thinking of the teachers, students, community leaders, and Northeastern University faculty involved in the project.

Urban Schools Collaborative (URSCO)
Shortly after U.S. District Court Judge W. Arthur Garrity, Jr. decreed that the Boston area universities should be involved in the court-ordered desegregation program, URSCO was established at Northeastern University. This program is designed to assist in administration and instruction in District VII and at Madison Park High School, a "magnet school" in the Boston system. The College of Education assists in the implementation of programs for the school, focusing on a work-study approach.

Women's Career Program (WCP)
WCP, funded under a three-year grant from the Fund for the Improvement of Post-Secondary Education, Department of Health, Education and Welfare, identifies and trains women for management and professional positions and works closely with employers to achieve this end.

Faculty members from several adademic departments are also affiliated with IISE and serve as consultants for Fellows in the program. At present, the IISE involves faculty from the departments of African-American Studies and Sociology/Anthropology in the College of Arts and Sciences, and Foundations of Education in the College of Education. The IISE will in the months ahead enhace its interdisciplinary perspective by involving other faculty members and departments in its activities.

Fellows are in residence for a full academic year. Their residence is preceded by a three week orientation. On the basis of their interests and expertise and in consultation with IISE Directors, unit personnel, and affiliated faculty, Fellows choose a specific research location for the duration of their residence at Northeastern. They become involved in the ongoing interdisciplinary research activities of the unit, and are encouraged, where possible, not only to expand or reorient present research but also to use the resources of the units (e.g., available data) to initiate research on related concerns. With the collaborative assistance of the IISE staff, unit personnel, and a faculty consultant, each Fellow carries out a research project(s). Special efforts are made to assure that research findings are disseminated in published form.

Two basic elements of the model merit special consideration: a) the use of existing research/training units; and b) the involvement of faculty from several disciplines.

Use of Existing Research/Training Units

The use of existing research/training units is a basic element of the model. It is among other things a mechanism for making use of existing data bases--a strategy currently encouraged by many Federal funding agencies. Much of the sponsored research at the University is housed not in the academic departments but in these research centers. Although relatively few faculty members are directly involved in the activities of these units, more have links with the units through, for example, consulting arrangements and graduate student placements. The model, thus, draws upon and expands relationships already in existence between faculty and research centers. Use of these existing units provides the best possiblity for involving our own faculty and the externally funded Postdoctoral Fellows quickly and directly in ongoing research. As a mechanism that might increase, and ultimately institutionalize, the involvement of faculty and the participation of minority persons and women in these sponsored research activities, the element of the model holds particular appeal.

Involvement of Faculty from Several Disciplines

Faculty affiliations, the second basic element of the model, provide additional resources for IISE and enhance its interdisciplinary character. Faculty members from several departments not only serve as consultants for Fellows but also work with them and with each other to develop and execute interdisciplin-

ary research in education and to participate in appropriate grants competitions. Again, this element builds on existing relationships.

Presently, the IISE involves faculty primarily from those academic departments most closely related to the development and implementation of the model: African-American Studies and Sociology/Anthropology in the College of Arts and Sciences and Foundations of Education in the College of Education. The type of cooperation required by the model draws upon and expands relationships already in existence among these Departments and between the Departments and research/training units. Each of these Departments had ongoing relationships with one, or more, of the associated research/training units. Graduate students from both the Sociology/Anthropology and Foundations of Education Departments, for example, have worked as Research Associates and Research Assistants in several of the research/training units: CERC, CASR, and URSCO. Faculty advisors and research directors work cooperatively in supervising these individuals. Graduate students in Sociology/Anthropology have for years served as teaching assistants in the Foundations of Education Department. Further the Department of Sociology/Anthropology and the Foundations of Education Department recently initiated a joint graduate program in Sociology/Anthropology and Education. This history of cooperation facilitates collaboration and consultation among the faculty, the Directors of the IISE, and professional staff of the research/training units.

In keeping with the experimental nature of this model, other faculty and departments and other research/training units continue to be welcomes and incorporated into the activities of the IISE. The newly created Center for Labor Market Studies has been added to the roster of associated research/training units and three faculty members from two additional departments (Economics and Educational Administration) have also become affiliates.

Implementing the Model: Problems and Strengths

Epstein (1979) identifies three features which must be incorporated in an opportunity structures model of a postdoctoral program in educational research; 1) opportunity and transition; 2) opportunity for productivity; and, 3) opportunity for association. We have chosen to discuss the problems and strengths of our model in this context.

Transition

The opportunity for transition can be viewed in several ways. For some Fellows, the Fellowship year might represent a chance to make a distinct career transition: to another kind of institution (e.g., from a small, teaching-oriented college to a large research-oriented university); or, to another kind of work (e.g., perhaps out of full-time teaching to a position in government or in educational research and development). Others might choose to return to their home institution. In any case, Fellows should be enriched by the experience and should emerge from the year more fully integrated into the broader educational research community and better prepared to make the kinds of transitions they would like to make.

So that opportunities for transition might be made available to those most interested in and in need of them, our recruitment program seeks applicants through: 1) advertisements and announcements in scholarly and professional publications, including many of the vehicles suggested by Epstein (1979); and 2) letters and announcements mailed to targeted individuals, organizations, and academic institutions. Table 1 presents data on inquiries and applications received for the 1979-80 Fellowship year.

Because of the unique elements of our model, a three week orientation period is required prior to the academic year residence. The first week of the Orientation is kept open and informal, to allow Fellows to settle in and find housing, if necessary. During the second week, the Fellows are systematically exposed to the personnel and ongoing activities of the associated research/training units. Individual visits and interviews are arranged with each of the units in which a Fellow is interested. Then, based on their interests and expertise and in consultation with IISE Directors, unit personnel, and affiliated faculty, Fellows choose a specific research location(s) for the duration of their residence. The last part of the Orientation is spent in the research location. Throughout, formal parts of the program are complemented by frequent informal interaction.

Our resources permit recruitment of three Fellows, a number, as Epstein (1979) observes, small enough to permit easy integration with the permanent staff, not so large as to become a self-contained cohort. Though they have offices at IISE, each Fellow is associated with one of several other units. Each of them has contact with different professional research personnel and consultants. The small number of Fellows also means, however, that there are too few for each of the units to have one assigned each year. Maintaining the interest of the units in the model may, for this reason, become difficult. So far, this has not been the case.

To make clear the origin and the status of Fellowship recipients, the model builds this message into the name - Postdoctoral Faculty Fellowships. The Fellows, though not without some initial confusion, have most of the privileges of full-time members of the faculty--health benefits, use of library, computer, and parking facilities. The level of remuneration provided Fellows, with tax and other benefits (airfare, research support and expenses, conference travel, and research and staff assistance), is, for most, within a reasonable range of their usual salaries. The amount of the stipend plus other benefits could not be set to match that received at their home institutions, as suggested by Epstein (1979), due to limitations imposed by the size of the Federal grant. The Fellows are not, however, severely punished by having to sustain major financial losses; nor are they lavishly rewarded.

Follow-up assistance to Fellows, including continued access to University facilities and faculty consultants, is intended to facilitate post-Fellowship transition. Efforts are directed, particularly, to helping Fellows develop and maintain an active program of research and publication.

TABLE 1

Applications and Inquiries, IISE, by Race/Ethnicity and Sex

1979-1980

Race/Ethnicity Sex	Black Female	Black Male	White Female	White Male	Hispanic Female	Hispanic Male	Asian Female	Asian Male	Foreign-born Female	Foreign-born Male	Unknown Female	Unknown Male	TOTAL Female	TOTAL Male	TOTAL All
Applications 1979-80	2	5	23	6	-	1	-	2	1	3	-	-	26	17	43
Inquiry/ No Application	1	3	5	5	-	1	-	-	1	2	8	2	15	13	28
Inquiry/Will Apply 80-81	-	1	3	-	-	1	-	-	-	-	2	2	5	4	9
Applied/ Withdrew	-	-	2	1	-	-	-	-	-	-	-	-	2	1	3
TOTAL	3	9	30	10	-	3	-	2	2	5	10	6	45	35	80

Productivity

Epstein (1979) mentions the presence of an ongoing research program and adequate financial support for the Fellows as factors which might influence the rate and quality of research productivity of Fellows. Our model does, indeed, provide an ongoing research program--in fact a number of research programs, covering a wide range of areas and presenting Fellows with a variety of substantive and methodological options. A further strength of the model is that using existing research centers is economical: structures, available data, projects, and a diverse group of experienced and supportive personnel are already in place. Fellows need not generate either research ideas or data. Time and money can be saved.

The model, however, is not without its problems. The research/training units vary greatly in their purpose, in the level of sophistication of their research, and in the amount of emphasis they place on research as a major activity. There is, thus, some question about what kinds of units are appropriate to include. The question of "appropriateness" revolves around whether or not it is necessary for units to be actively engaged in research, or whether it might be appropriate to include units which present opportunities for research, but which might expect Fellows to design and implement that research. Those units involved primarily in research and having available data are clearly viable choices. Others may be less so. A related issue concerns the dual meaning of "training" unit. It can mean a research unit (or component of same) that provides opportunities for training and/or a training unit (or component of same) that provides opportunities for studying the particular training program. Each of the associated research/training units could, in fact, be placed on a continuum representing the degree of primary involvement in research or training (See Figure 1).

Figure 1 Placement of Affiliated Units on Research/Training Continuum

1. Center for Applied Social Research (CASR)
2. Center for Labor Market Studies (CLMS)
3. Cooperative Education Research Center (CERC)
4. Center for International Higher Education Documentation (CIHED)
5. Teacher Corps Project (TCP)
6. Urban Schools Collaborative (URSCO)
7. Committee on the Freshman Year (COFY)
8. Women's Career Program (WCP)

Although Fellows do not have to seek funding to conduct their research, they are required to develop a specific research plan. Should they decide to expand or reorient present research or to initiate new research on related concerns, the grant provides staff assistance and some funds for research expenses. Predoctoral Fellows (and work/study students) are available to provide research assistance. Computer time is provided and technical assistance is available from several sources--IISE staff, unit personnel, the computation center, and affiliated faculty. Problems arise in helping individuals who are accustomed to doing everything for themselves. They must get used to using such assistance and support services. Allocation of staff time and services to the Fellows--balancing demands--must also be worked out.

Epstein (1979) asserts that the same kinds of opportunities, associations, visibility, and support offered to permanent, full-time faculty must be made available to Postdoctoral Fellows. At our institution, as at many others, there is great variation in teaching responsibilities and research opportunities from one field to another. The challenge, thus, is ironically to make available to regular, full-time faculty--especially minority persons and women --the kinds of opportunities, associations, visibility, and support available to Postdoctoral Fellows. An externally funded postdoctoral program of this type becomes an examplar of what might exist for all faculty. Therefore, the goal is institutionalization, so as to make available, particularly to women and minority persons, released time, support services, funds for professional travel, etc. that will enable them to do the research that will facilitate their tenure and promotion.

Association

For all involved, the interdisciplinary nature of the model and the number of individuals participating provide unusual opportunities for intra- and extra-University networking. A diverse group of experienced professionals is available to serve as role models and to provide counsel for Fellows. Multiple joint mentoring is the norm. For Fellows, IISE staff, unit personnel, and affiliated faculty, the collaborative effort has produced a greater awareness of others and their work and has generated genuine friendships. Among the beneficial by-products are a clearer understanding among all faculty of the nondepartment-based research going on and increased communication and cooperation among the research centers themselves. By carrying out research that otherwise might not have been done, the Fellows enhance the research centers, the University, and their disciplines. More specifically, their research concerns have served as focal points for proposal development by IISE, allowing University faculty members, especially minority persons and women, to become involved in ways which they might not otherwise have.

But there are problems with a model that provides for such a diversity of associations. "Split loyalties" and the feeling of "too many cooks" are concerns. Fellows have reported sometimes being confused by what they perceived to be conflicting suggestions coming from IISE Directors, research/training unit per-

sonnel, and affiliated faculty. These individuals, in turn, have sometimes experienced ambiguity in their roles vis á vis each other. With each Fellow identified with a different research/training unit location, there is little overlap in the "mentoring" groups aside from the IISE Directors.

The term, "mentor", itself has presented some difficulty. Individuals decide who, or whether, someone is a mentor for them. One chooses a mentor; a mentor cannot be assigned. While the Fellows have not mentioned it directly, designating affiliated faculty as "mentors" has been thought to be offensive by at least one junior faculty member who serves in that capacity. This criticism, after some discussion, led us to substitute the word "consultant." In relation to the Fellows, the difficulty has sometimes manifested itself in a tension between the roles of mentor and colleague. How does one who serves as a "mentor" critique the work of "colleagues" without threatening their professional status?

At times, especially in the beginning, Fellows felt they were being monitored. Although in large part they worked with a great deal of autonomy, proposals had to be developed, plans jointly approved, etc. Program Directors are ultimately responsible for the quality and quantity of the research produced. Again, how does one fulfill such a responsibility without threatening the Fellow's professional status?

In order to enlarge opportunities for association the roster of affiliated faculty must continue to be expanded. The IISE Directors are considering ways to do this without being able to offer either time or money as compensation. Lack of funds has led at least one faculty member to refuse to cooperate. For most faculty, this has not been a concern and they have agreed to donate their time willingly. We are particularly concerned that faculty members in our own institution, especially minority persons and women, not be exploited.

Up to this point, visibility for the Fellows outside the University has been largely local/regional and related to their research and professional interests. Fellows have participated, on and off campus, in numerous formal and informal meetings and have given presentations related to their research concerns. Internally they have participated in meetings at IISE and in their respective research locations and have been involved in proposal writing and grant development.

To enhance the Fellows' national visibility, funds are available for conference travel. Because many of the professional conferences, including AERA, have been in Boston this year, participation is even easier and more likely. The recruitment response has indicated that the Fellowship program enjoys national visibility.

How much time Fellows and staff should expend in developing networks and contacts is problematic. Time spent on developing associations can reduce productivity. For those Fellows whose major objective is transition (to another institution, field, etc.) association can be terribly important. For those

who want primarily to increase their research productivity, any non-research related activity (meetings, planning, workshops, etc.) can be a distraction. Fellows should be free to decide for themselves how they want to balance these activities.

On the whole all associations have been characterized by warmth, respect, and mutual good will.

Conclusions

Although the IISE model differs considerably from, and evolved independently of, that discussed by Epstein (1979), it does incorporate many of the elements she cites as being necessary for the successful implementation of an opportunity structures model for postdoctoral programs in educational research. The ultimate test of the strengths of the model will of course be the extent to which it increases the participation of minority persons and women in the educational research enterprise. The data are not as yet in, but we have a strong intuition that it will be positive. Fellows are deeply and actively involved in important and relevant research in education (e.g., multicultural education, secondary school teachers in transition, and educational attainment of blacks); University faculty have submitted several grant proposals, including one on women in science and math based careers; and, interdisciplinary groups of faculty including the Postdoctoral Faculty Fellows, are collaborating on several research proposals, including one on organizational responses to declining enrollments in the public schools. These are small, but significant, steps toward realizing our basic objectives.

References

American Association of University Women. Survey on the Status of Women in Higher Education. Washington, DC: American Association of University Women, 1978.

American Council on Education. Teaching in Academe. Washington, DC: American Council on Education, 1978.

American Educational Research Association AERA annual report, 1977-78. Educational Researcher, 1978, 7, 18-25.

American Educational Research Association. ER news. Educational Researcher, 1976a, 5, 16.

American Educational Research Association. AERA demographic survey totals. Educational Researcher, 1976b, 5, 2.

Astin, H.S. & Bayer, A.E. Sex discrimination in academe. Educational Record, 1972, 53, 101-118.

Blackburn R.T., Behymer, C.E., & Hall, D.E. Research note: correlates of faculty publications. Sociology of Education, 1979, 51, 132-141.

Epstein, J.L. An opportunity structures model for postdoctoral programs in educational research. Baltimore, MD: Center for Social Organization of Schools, Johns Hopkins Unviersity, Report No. 272, March, 1979.

Gappa, J.M. Improving equity in postsecondary education: new directions for leadership. Washington, DC: National Institute of Education, 1977.

McCarthy, J.H. & Wolfe, D. Doctorates granted to women and minority group members. Science, 1975, 189, 856-859.

Robinson, L.H. Institutional variation in the status of academic women. In Academic Women on the Move. New York: Russell Sage Foundation, 1973.

Spurlock, L.A. Still struggling: minorities and white colleges in the mid-seventies. Educational Record, 1976, 57, 186-193.

Vetter, B.M. & Babco, E.L. Professional Women and Minorities: A Manpower Data Resource Service. Washington, DC: Scientific Manpower Commission, 1975.

West, C.K. Productivity ratings of institutions based on publication in the journals of the American Educational Research Association: 1970-1976. Educational Researcher, 1978, 7, 13-14.

Wilkinson, D. A profile: minorities in sociology and other behavioral sciences. Footnotes, 1978, 6, 16-18.